



## 2020-2021 CTE Perkins Reserve Grant

Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 27, 2020

NOGA ID

Authorizing legislation

**Strengthening Career and Technical Education for the 21st Century Act Section 1120(2)**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by 11:59 p.m. CT, April 27, 2020.

Application stamp-in date and time

Grant period from **July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

### Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

### Applicant Information

Organization **A+ Academy Secondary** CDN **057829** Campus **002** ESC **10** DUNS **028242761**

Address **8225 Bruton Rd.** City **Dallas** ZIP **75217** Vendor ID **1752791729**

Primary Contact **Barbara Gibson** Email **barbara.gibson@aplus-cs.org** Phone **2142751216**

Secondary Contact **Deidre Shelton** Email **deidre.shelton@aplus-cs.org** Phone **4696771000**

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- ☒ LOI application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name **Brenton White** Title **Superintendent**

Email **brenton.white@aplus-cs.org** Phone **214-275-1225**

Signature  Date **4-27-2020**



**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. Applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.



**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

A+ Academy in partnership with 2 local high schools, 1 IHE, employer partners, and ESC 10 will develop a regional network of East Dallas schools aligned with industry needs and certification standards by enhancing and expanding Healthcare Therapeutic Program of Study through the Health Science pathway (Focus Area 2). Focus Area 1 will concentrate on developing the Teaching and Training Program of Study through the Education and Training pathway. This will provide opportunities for students to pursue an Educational Aide 1 certification during high school which will allow them to begin work immediately after graduation, and an Associate Degree which can lead to a Bachelor's Degree in General Education. A+ Academy project meets the mission of the regional network to support demands for current and future jobs.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 1: Develop the pathway of Education and Training (FA 1). Goal 2: Expand the Healthcare Therapeutic Program of Study to include a Level 1 certificate in Nursing Assistant, Phlebotomy, and a Pharmacy Tech Industry Based Certification that can lead to post-secondary degrees (FA2). Activities: 1) Advisory Committee will review and ensure CTE course offerings are aligned to graduation requirements; 2) MOUs will be secured. 3) Create crosswalk for the high school courses that align to college courses; 4) Teachers will be trained on content/equipment; 5) Collect baseline enrollment data to set realistic goals; 6) Prepare students for rigorous mathematics and science.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The Advisory Committee will conduct program evaluation to include continuous monitoring and feedback through scheduled monthly meetings with stakeholders. Stakeholders will discuss documentation, data collection and changes in implementing the project. Student demographic information will be collected and analyzed as required by Performance Measures (3,5) to ensure equitable representation of students. Quantitative measures collected will include number of students enrolled in pathways, the number of students participating in work-based learning, including internships, mentoring, job shadowing opportunities, work experience and student leadership organizations in the career pathway (PM 1, 2,6, 7). Program/pathway enrollment, college credit hours attained and industry-based certificate completion data, and advanced academic credit earned per student will be collected to assess student academic achievement and program growth (PM 4). A data collection software will be used to capture correct data. Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if four-year plans have been aligned with secondary CTE course offering to industry and post-secondary courses (PM 7). Data collection methodologies, i.e. evaluator observation and parent-teacher-student surveys will be used to determine if there has been an awareness of in-demand pathways. This data will be used to assess program/grant progress (PM 8). program updates.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will meet the needs and goals of the by providing funds for Focus Area 1: a) \$150,000 for Advanced Academic Program (assistance with math/science), Intermediary support and technology. Focus Area 2: \$258,080 for intermediary support to foster partnerships and develop inter-district career and technical assistance; contracted services to campuses, IHE, and Intermediary to provide training specialists, labor market assistance, advanced academic support for students; equipment to IHE; supplies for hands-on learning; travel for curriculum specialist to travel to support campuses. The Advisory Committee will make all needed adjustments based on recommendations from industry partners, educators, and the IHE.



**TEA Program Requirements****1. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market Information and Resources from TEA to demonstrate labor market alignment.

A+ Academy in partnership with 2 local districts (Inspired Vision Secondary School and Sunnyvale High School); an IHEs (Eastfield Community College); employer partners (Texas Instruments, CVS Health and Southeast Dallas Chamber of Commerce). ESC 10 as the Intermediary will develop a regional network that is aligned with industry needs and certificate standards by developing and implementing the Teaching and Training Program of Study through the Education and Training pathway which will allow students to begin careers in the field of education by earning a Teacher Assistant Level 1 certificate during high school (46 hours of continuing education at Eastfield College). This certificate will make it easier for students to enter the programs that will result in an Associate of Arts Degree and a Bachelor's Degree in teaching. According to the LWDA Labor Market Information the number of students enrolling in public kindergarten and elementary schools is expected to increase over the coming decade, and the number of classes needed to accommodate these students should rise. As a result, more teachers will be needed to teach public kindergarten and elementary through high school school students. Overall employment of Educational Assistant is projected to grow 4 percent from 2018 to 2028 with a medium salary of \$27,920. The projected growth for Bachelor degree teachers is projected to grow 18 percent with a median wage of \$56,720.

**2. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

Eastfield College offers student pathways for students who are interested in careers in Education. 1) Teacher Assistant: At the home high school campus students will take the following courses: Principals of Education and Training; Instructional Practices, Business Information Management, and a senior capstone course – Practicum in Education and Training. During the Practicum in Education and Training course students attend the Teaching Assistant class at Eastfield and complete a Level 1 Certificate.

2) Associate of Arts in Teaching (Eastfield): ENGL 1301\*/1302\*/2333\*; TECA 1303; BIO 1408\*/2406; HUMA 1302; ARTS 1301\*; HIST 1301\*/1302\*; POLS 2311/2312; COMM 1307; SPCH 1311\*; GEOL 1401; EDUC 1301/2301; GOVT 2305\*/2306\*; MATH 1314\*/1350/1351; PHYS 1415; (34 of the 61 semester hours are available as \*Dual Credit Courses at participating campuses). Eastfield College has partnership with University of North Texas so students matriculate there to complete a Bachelor's Degree.

3) Bachelor of Arts Degree focus on Mid-Level ELA/Social Studies Teaching Certificate: SPAN 2313 & 2314; HIST 2301; 2302; 3345; 3346; 2337; ECON 2337 GEOG 1301; Hist/GEO Elective; ENGL 3340; 3371; 2384; 4270; 4365; ENGL 4300; LIST 4278 & 4343; EDU 3301 & 4318; SPED 3301; BEEP 4384; EDUC 4343; 4326; ELED 4314; Clinical Teaching (EDML) 4677. This degree requires 120 hours of college credit hours.



**TEA Program Requirements (Cont.)****3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

There are partnerships already in place that immediately provides an advantage in implementing both Focus Areas. Each school and Eastfield College are active members of the North Texas Regional P-20 Council which coordinates efforts between educational groups, workforce development, communities, and businesses in order to promote the development of a college culture; strengthen academic programming and support services. Dallas County Promise, partners with both Eastfield College and the schools, to cover the financial gap between need-based financial aid and the cost of tuition for up to a time limit or the completion of a degree for students who graduate with a high school diploma or an Associate Degree. Eastfield provides pre-apprenticeship programs and participates in summer externship opportunities with Year-Up. Strategic partnerships have been developed to offer students pre-apprenticeships and internships to provide students with practical knowledge and make education relevant.

**4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

This project will implement the Healthcare Therapeutic Program of Study in the Health Science pathway at 3 high schools. This project will expand the number of CTE pathways offered at each school and ensure students have aligned coursework that span secondary and postsecondary education. Employment of licensed practical and licensed vocational nurses (LVN) is projected to grow 29%, according to the Greater Texas WDA (6) LM Information 2016-2026. Certified Pharmacy Technicians (CPhT) have a projected growth of 21% and 435 Total Annual Openings. Additionally, a Level I certificate/Industry based Certification (IBC) in Phlebotomy (CPT) will also be offered to students which has a 30% growth and 226 Total Annual Openings. The median annual wage for a Licensed Vocational Nurse is \$49,109, Certified Pharmacy Technician is \$ 34,857, and a Certified Phlebotomist is \$34,818.

**5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

[Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

This Program will expand the number of CTE programs of study by expanding Healthcare Therapeutic so students can earn an Associate's Degree and prepare for a Bachelor's degree. Courses for the field of Nursing, Phlebotomy, and Pharmacy include: Principles of Health Science (9th), Medical Terminology (10th), A&P or Pharmacology (11th), and Practicum in Health Science (12th). The Practicum in Health Science students attend CNA and Phlebotomy classes at the IHE post-secondary partner campus. Completion of the Level I certificate so students will be eligible to sit for the certification exams and bridge into an associate's and/or bachelor's degree program. Dual Credit courses offered as pre-requisites to post-secondary degree programs include ENGL 1304/1302; BIOL 1406/1404; SPCH 1311; MATH 1314/1316. Students may enter the workforce with an Industry Based Certification (IBC) and/or Level I Certificate such as Certified Nursing Assistants, Certified Pharmacy Technicians, or as Certified Phlebotomy Technicians. Students may also continue their education through college to become a Registered Nurse (with an associate's degree) and/or transfer to a 4-year university.



**TEA Program Requirements (Cont.)****6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

ESC10 has the vast experience needed to carry out the functions related to this role and provides regional, employer-driven labor market information to educators to meet the needs of employers and provide high skill/high wage career opportunities to students. ESC 10 oversees highly qualified consultants that will support intermediary responsibilities such as convening and leading a regional pathways leadership group; establish metrics for success; lead planning for sustainability. In addition, ESC 10 serves as an advocate for Career and Technical Education (CTE) by providing staff development, technical assistance and serving as liaison to business, industry, and education. By providing up to date training and support, educators have access to essential tools needed for preparing students of all ages for the successful transition to post-secondary education and careers. ESC 10 has built strong partnerships with over 500 businesses across the region to ensure there is a strong school-business connection for teachers and students. ESC 10 engages business partners for many roles: guest speakers, job shadowing, student conferences, mentorships, and internships. These types of activities have made learning more relevant by providing real-world examples.

**7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Eastfield College offers student pathways for A) Certified Nursing Assistant provides basic patient care and receives on the job training under the supervision of a Registered Nurse (RN) and can enter the workforce after high school graduation. High School courses are: Principles of Health (9th grade); Medical Terminology (10th grade); A&P and/or Pharmacology (11th grade); Practicum in Health Science (12th grade). During senior year, students review and take the written and skills exam to become Certified Nursing Assistants. Students may also earn certificates in Pharmacy Technician and Phlebotomy prior to High School graduation B) During High School, students may take dual credit (pre-requisite) courses for Licensed Vocational Nursing: Prerequisites: Biol 2401; Engl 1301; Psyc 2301. After High School graduation, Semester 1: Basic Nursing Skills VNSG 1323; Nursing in Health & Illness 11 VNSG 1409; Foundations of Nursing VNSG 1204; Clinical – Licensed Practical/Voc Nurse Training VNSG 1360. Semester 2: Nursing in Health and Illness 11 VNSG 2410; Clinical-Licensed Practical/Voc Nurse Training VNSG 2460; Anatomy & Physiology 11 BIO 2402; Pharmacology for Health Professions HPRS 2300. Semester 3: Maternal/Neonatal Nursing VNSG 1230; Pediatrics VNSG 1234. Semester 4: Clinical-Licensed Practical/Vocational Nursing Training VNSG 2160, VNSG 2162; VNSG 2163. C) Upon completion to the LVN program student may bridge to Associate Degree for Registered Nurse: Semester 1: Applied Human Anatomy & Physiology SCIT 1408 or Anatomy & Physiology 211 BIO 2402; Pharmacology RNSG 1301 or Nursing Pathophysiology RNSG 131; Foundations for Nursing Practice RNSG 1413; Nursing Skills 11 RNSG 1105; Clinical RNSG 1362. Semester 2 Nursing Skills 211 RNSG 1144; Mental Health Nursing RNSG 2213; Clinical RNSG 1160; Common Concepts of Adult Health RNSG 1441; Clinical NNSG 2362; Semester 3: Microbiology for Non-Science Majors BIO 2420; Maternal/Newborn Nursing RNSG 2161; Care of Children & Families RNSG 2201; Clinical RNSG 2160. Semester 4: Complex Concepts of Adults Health RNSG 1443; Clinical RNSG 2360; Intro to Ethics PHIL 2306. These courses can lead to a Bachelor's Degree in Nursing at a four-year college.



**TEA Program Requirements (Cont.)****8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

A+ Academy and Eastfield College have partnerships already in place that immediately provide an advantage in implementing both Focus Areas for this project. This includes secondary, post-secondary, community-based organizations, and employers. Each of the partner schools and Eastfield College are active members of the North Texas Regional P-20 Council which coordinates efforts between educational groups, workforce development, communities, and businesses in order to promote the development of a college culture; focuses on Career and College Readiness Standards; coordinate and strengthens academic programming and support services among public and higher education. In addition, Dallas County Promise, an organization that partners with both Eastfield College and the three high schools, covers the financial gap between need-based financial aid and the cost of tuition for up to a time limit or the completion of a degree for students who graduate with a high school diploma or an Associate Degree. Once students complete an associate degree, they are eligible to transfer to partner four-year universities with their last-dollar scholarship. These partnerships provide strong alignment to Career and Technical Education and employer partnerships across the North Texas region. Eastfield provides pre-apprenticeship programs and participates in summer externship opportunities with Year-Up. Strategic partnerships have been developed to offer students pre-apprenticeships and internships to provide students with practical knowledge that made their education relevant and broaden their exposure to the real world.

**9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

A+ Academy and partners are committed to sustaining the programs developed and extended with grant funds once the grant period has passed. The Advisory Committee has assured stakeholders that the program will be implemented with fidelity. Beginning in January A+ Academy administrators, staff and partners reviewed the program and spent time discussing ways to sustain this much-needed program. The Advisory Committee has had discussions with current Texas Regional Pathways Network groups that have had success with sustainability. The Advisory Committee understands that sustainability is a focus and has decided upon the following ways to sustain the program: 1) the partners have all agreed to be truly involved in the development of Focus 1 and the extension of Focus 2 activities after the grant program ends; 2) funds from the local budgets, State Comp funds, and CTE funds will be redirected to the project.; 3) teachers will be trained in pharmacy technician, curriculum, and Industry-based-certified which will sustain the program for future students. A+ Academy and the partner schools will search for additional grant funding to support aspects of the project that require ongoing funding; 4) community leaders in each of the schools' areas will serve as advocates for the program by raising public awareness and leverage new sources of funding; 5) The Advisory Committee will make it a point to publicize the successes of the program at local, area, regional, and state venues, showcasing the successful program, so that citizens, and other LEA's, begin to understand the importance of the program and opportunities for students to earn postsecondary course credit and certificates; 6) Invest in a variety of professional development options for educators and support the implementation of content knowledge and skills; 7) Ensure that the Superintendents and Board of Directors have up-to-date formative and summative reports to keep them informed of all successes to guarantee continued funding for CTE programs.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

Amended Section	Reason for Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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